



Washington State
Apprenticeship and Training Council
&
Office of Superintendent of Public Instruction

“Running Start for the Trades”
2011 Update

A Report to the Governor and the Legislature
Apprenticeship Prep Programs for Secondary Schools
Pursuant to RCW 49.04.190

December 1, 2011

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Running Start for the Trades Summary

RCW 49.04.190, enacted into law in 2006, expands opportunities for graduating secondary school students to enter registered apprenticeship programs. The statute establishes several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and The Office of the Superintendent of Public Instruction (OSPI), including:

- Award incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs.
- Award pilot grants for secondary pre-apprenticeship program development.
- Develop pre-apprenticeship program guidelines.
- Provide reports to the Legislature.

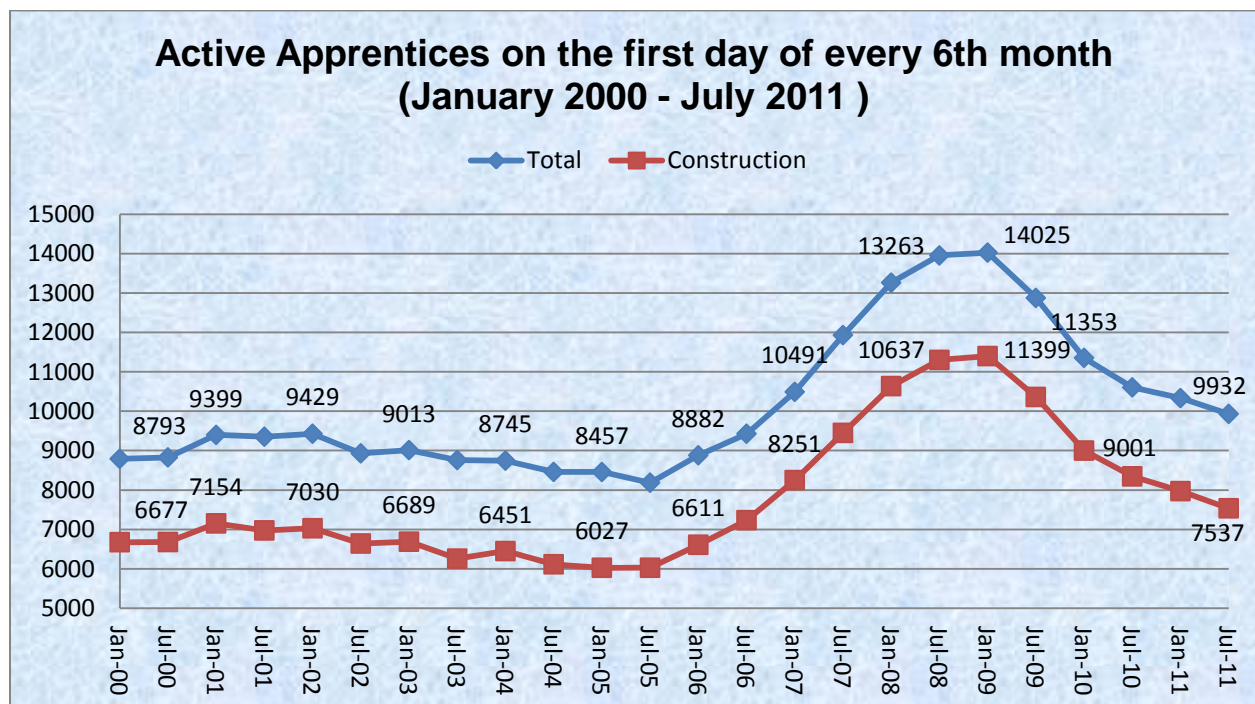
Below is a summary of the previous awards:

Incentive Grants	Pilot Grants
<p><i>2006-07: \$7,500 each</i></p> <ul style="list-style-type: none"> • Spokane School District (2 grants) • Clark County Skills Center • Seattle Public Schools • Spokane's East Valley High School • Raymond High School • South Bend High School • Toppenish High School • Spokane's West Valley High School • Whatcom Tech Prep Consortium. 	<p><i>2006-07: \$25,000 each</i></p> <ul style="list-style-type: none"> • South Seattle Community College • Lynnwood School District • Seattle Vocational Institute, The • New Market Skills Center in Tumwater.
<p><i>2007-09: \$19,000 each</i></p> <ul style="list-style-type: none"> • Evergreen School District • Kelso School District • Lynden School District • Marysville School District • Mount Adams School District • Omak School District • SeaTac Occupational Skills Center • Seattle Public Schools • Selkirk School District • Trout Lake School District 	<p><i>2007-09: \$40,000 each</i></p> <ul style="list-style-type: none"> • Whatcom Tech Prep Consortium, Bellingham Technical College • Edmonds School District • Kennewick School District • New Market Skills Center, Tumwater School District
<p><i>2009-10:</i></p> <ul style="list-style-type: none"> • Vancouver School District - \$9,500 • Olympia School District - \$9,500 • Tri-Tech Skills Center - \$9,500 • Bremerton High School - \$11,500 • PS Skills Center, Firefighting - \$9,500 • White River School District - \$9,500 	<p><i>2009-10:</i></p> <ul style="list-style-type: none"> • Yakima School District - \$23,000 • Clark County Skills Center - \$9,500 • Vancouver School District - \$20,000 • New Market Skills Center - \$9,500 • Richland School District - \$24,500 • West Sound Technical SC - \$20,000 • Puget Sound Skills Center - \$9,500

Industry Collaboration

The demand for registered apprentices in the State of Washington has declined in recent years as the economic slowdown continues (See graph below). The previously seen sharp increases, driven by demand for apprentices in the construction workforce, have turned to sharp declines driven by the lack of demand for apprentices in construction. Despite this downturn, skilled labor demand in the construction industry is expected to outpace supply in the next five to ten years as unprecedented numbers of workers retire. Given the long term need for skilled construction workers, the excellent wage and employment outcomes related to apprenticeship programs, and the widespread application of Apprentice Utilization provisions on public works contracting, apprenticeship program sponsors maintain efforts to strengthen connections between K-12 schools, community & technical college programs, and workforce development system partners.

The WSATC's strategic plan includes expansion of apprenticeship opportunities into occupations not traditionally included in apprenticeship. One of the key challenges for the registered apprenticeship system in this state and across the country is to create significant numbers of apprenticeship opportunities in industries other than construction. There are some encouraging apprenticeship initiatives in Washington's health care, cosmetology, early childhood education and aerospace manufacturing industries that are expanding apprenticeship opportunities beyond the building trades.



Apprenticeship Preparation Program Guidelines

OSPI representatives continue to work with apprenticeship program representatives to refine the apprenticeship preparation framework. This framework contains the essential elements for schools seeking to conduct apprenticeship preparation education at the secondary level. The elements contained in the framework are a product of best practices from Running Start to the Trades Pilot grant efforts and input from apprenticeship stakeholders in business, labor, government and education.

Framework development is progressing well with comments being received and incorporated into the development. L&I and OSPI expect to deliver a completed apprenticeship preparation framework for WSATC's review, at the January 2012 Apprenticeship Council meeting. The timing of the framework presentation will coincide with the WSATC's consideration of a formal recognition process for preparatory programs, both secondary and post-secondary. Verifiable connections to Washington's registered apprenticeship programs will be central to this recognition process. By defining preparatory pathways, OSPI and the WSATC intend to connect students with post secondary *learning* and *work* opportunities through registered apprenticeship.

The WSATC is also working with Post-Secondary career and technical education stakeholders to provide for additional preparatory pathways for K-12 graduates. Given the average age of an apprentice starting out in his/her chosen occupation at 27, these post secondary education and training options will be critical in bolstering the preparatory pipeline leading to registered apprenticeship opportunities.

2010-11 Running Start for the Trades Report

The allocations for both incentive and pilot grants are found in the table below. The numbers reflect only the allocation amounts due to the passage of Chapter 1, Laws of 2010 (House Bill 3225), which enacted an immediate 50 percent reduction in the grant allocations for 2010-2011. All grant recipients were notified of the reduction of money, which resulted in the Bethel and Ferndale School District grantees deciding to refuse the funds. A third recipient had to withdraw due to school budget cuts that made it impossible to spend the grant funds in a productive manner; these funds were distributed to all remaining grantees. Of the nine grant awards, \$42,350 was allocated to five incentive efforts. The remaining \$44,650 was allocated to four pilot programs. Overall, opportunities through Running Start for the Trades 2010/11 were provided to eight comprehensive high schools and one skill center.

The Career and Technical Education (CTE) at OSPI will continue to support apprenticeship preparation training, as a stand-alone course or skills embedded within other course work. Cooperation will continue between the Office of CTE at OSPI and the WSATC. One continuing highlight is the use of OSPI's CTE News Update, published monthly, which includes dates, locations, times and registration process of activities pertinent to awareness and participation of high school students, instructors, administrator and counselors with Apprenticeship events and activities.

2010/11 Running Start for the Trades Grant Allocations:

Locations	Award	Grant Type	Major Focus	Schools Involved
Bremerton School District	\$5,100.00	Incentive	Naval Shipyard	1
Granite Falls School District	\$5,100.00	Incentive	Manufacturing Trades and Aerospace	1
Mabton School District	\$5,100.00	Incentive	Construction Trades	1
Marysville School District	\$5,100.00	Pilot	Manufacturing Trades and Aerospace	4
Marysville School District	\$15,000.00	Incentive	Dynamic Arts Project and trades	2
Moses Lake School District	\$9,500.00	Incentive	Culinary-Bakery/Café/Catering	1
Tri Tech Skills Center	\$15,000.00	Pilot	Construction Trades	7
White River School District	\$15,000.00	Pilot	Early Childhood Education	1
Yakima School District	\$7,000.00	Pilot	Naval Shipyard Trades	2
Yakima School District	\$5,100.00	Incentive	Construction Trades	2
Total Allocation	\$157,500.00			

Incentive Grant Summary

Highlights of this year's Incentive Grant efforts include:

Culinary Arts – Moses Lake

Eight students placed in work-based learning positions at four local business and efforts are continuing to explore registered apprenticeship opportunities with local businesses and articulations with community college programs. Articulation agreements are in place with the Seattle Art Institute and efforts continue with Spokane Community college and the Inland Culinary Institute.

The district hired Kayla Scott as coordinator of the grant. She has established work-based learning positions with the following entities:

- a. Restaurant at Moses Pointe
- b. Cakes by Mary
- c. Classy and Crazy Cakes
- d. Porterhouse Restaurant

Currently, there is one student working the front-of-the house at Moses Pointe, two working at Cakes by Mary, two at Creative and Crazy Cakes and three at the Porterhouse Restaurant.

Kayla Scott made a trip to Sun Mountain Lodge to get information about their registered apprenticeship program in order to mirror the district's program after their program.

The grant served 65 students enrolled at the Chief Academy Café.

Construction Trades - Yakima

The initial goal was to get teachers to the Puget Sound Naval Shipyard - Intermediate Maintenance Facility to see firsthand, the apprenticeship opportunities available. The field trip was arranged through the Puget Sound Naval Shipyard Command and the local technical skills center, West Sound Skills Center, to demonstrate how they had created their partnership for student success. Of the eight teachers on the field trip, 203 students were served through the programs. As a result of the field trip, all trade and construction courses offered in the Yakima School district now contain Core Trade Competencies and the opportunity to receive OSHA 10 safety certification. Additionally, articulation agreements are in effect with Big Bend Community College for welding and Perry Technical Institute in machining and welding.

The district has created a public relations position for the Career and Technical Education program for the recruitment and promotion of the pre apprenticeship programs. This person will be promoting programs through CTE website, Facebook and the educational television station, Channel 20.

Manufacturing – Granite Falls

Working with the Aerospace Joint Apprenticeship Committee, efforts continue to purchase necessary equipment to support their manufacturing programs as well as continue to expose students through guest speakers and field trips. Articulations with Everett and Shoreline Community Colleges for Manufacturing and Computer Aided Digital Design (CADD) continue.

Presentations to students from Bellingham Technical College, Construction Challenge, Workforce Development Council for Snohomish County, Aerospace Joint Apprenticeship Committee and Western Washington Sheet Metal Joint Apprenticeship Training Committee occurred throughout the venue of a College Career Night. Information from these entities was shared with students as well as the counseling staff. The event had the best attendance in the last four years with a constant 40 attendees rotating through but more individuals involved as some were only there for a portion of the event.

Monetary support was provided to the manufacturing program allowing for the addition of mini-lathes.

Construction Trades- Mabton

Equipment purchases:

- The majority of the funding from this grant went to help pay for new computers, five Dell Optiplex 780, with accompanying software in Microsoft Office and PDF Adobe and computer updates, so the district could offer COMPASS testing to all of the students. Additionally, all students can download trade brochures, community college applications, scholarship applications and apprenticeship applications with updated MS Office software.

- Computers were utilized this year to help students with the PDF file downloads for applications for the apprenticeship programs. Students have the opportunity to create E-Portfolios as opposed to written documents, as well as completing applications online.
- Additional funding was used from Carl Perkins and apportionment funds to pay for job shadow transportation, supervision of students attending job shadows, and substitute pay for staff supervising job fairs and internships.

Field trips providing exposure to registered apprenticeship opportunities and construction career day in Tri-Cities have been the district's primary focus for exposure to post-secondary opportunities. The district also has articulation agreements with Yakima Community College and Perry Technical Institute. Below is a summary of students served:

- Sent over 180 students on 315 job shadows last year
- Mabton had a half day of school with the afternoon and evening for student attendance at the job fair and also had families and parents attend a Job Fair with 15 business, trades, and trade schools in attendance.
- Eight female students earned their Certified Nurse's Aide (CNA) certification while attending Mabton and articulating with Yakima Valley Community College (YVCC) and Yakima Skills Center.
- Two male students began their cosmetology program in high school and earned their license for hair cutting after finishing the summer program.

Manufacturing – Marysville

The primary goal was to encourage female students in the Marysville School District to explore opportunities in apprenticeship training programs. The majority of resources went toward transportation to the "Women in Trades" Career Fair, held in Seattle on May 6, 2011. Two school buses transported students from 6 schools to the Seattle Center. This year, the opportunity was extended to middle school girls. Of the 95 students who attended the fair, 15 were middle school age. In addition, 25 girls from Marysville Mountain View High School attended a field trip to Microsoft in Redmond in March, where they learned about future opportunities in the software industry and 45 students attended the Boeing Job Shadow in February.

The district continues to work diligently to strengthen the school district's relationship with regional apprenticeship programs. There have been five students placed in various Building Trades apprenticeship training programs in Mt. Vernon, and two placed in the training program at Boeing in the last three years. In the process of developing dual credit programs with Everett Community College and Skagit Valley College in Auto Tech, Engineering Tech, Culinary Arts and Construction Trades. The only articulation at this time is with Everett Community College, where students on the FIRST Robotics team can be granted two to three Engineering (ENG T 199) credits.

The Chair of the Construction Trades Advisory Committee is the assistant training director for the Northwest Washington Electrical Industry Joint Apprenticeship & Training Committee. He gives presentations on the benefits of registered apprenticeship to the students in the Academy of

Construction and Engineering several times each year. Additionally, representatives from the Building Trades and Aerospace apprenticeship programs are included when any of the small learning communities sponsor career fairs. Because Everett Community College is a partner with Edmonds Community College in hosting the Center of Excellence for Aerospace and Advanced Materials Manufacturing, Marysville students are exposed to a wide range of choices and apprenticeship opportunities.

Pilot Grant Summary

Highlights of this year's Pilot Grant efforts include:

Multi-Craft Core Curriculum – Marysville

The Marysville School District and the Tulalip Tribes have agreed to a partnership to build a new model of education. The instructional strategies in the Dynamic Arts project will use concepts of technical and fine arts, resulting in a blend of multi-sensory, project-based, high interest pedagogy for students that will be based on the Building Trades Multi-Craft Core Curriculum.

The planning of a new program to engage Native American students in meaningful educational experiences are critical to the future success of the Tulalip Tribes many employment sites, and the individual students. The Tulalip Heritage High School has not experienced an on-time graduation rate over 34 percent for four years. The Tribal Board is very concerned about their young people, and asked the Tulalip Foundation to come up with a plan to keep students in school and give them the needed preparation to become eligible for Tribal Apprenticeship programs. Because of a shared concern for the future of Tulalip students, the Marysville School District joined with the Tribes in a partnership to tackle the serious issue of keeping Native American students in school. After working with the high school staff, it was determined that the focus of this pilot program would build on a new program implemented in 2010-11—Digital Design.

Career fairs were sponsored on campus at several small learning communities (SLCs), and students transported to the Construction Carnival at Sno-Isle Skills Center, Construction Career Day in Seattle, the Women in Trades Career Fair, and the Mt. Vernon campus of several training programs. The Marysville Mountain View High School Inspiring Girls Now In Technology Evolution club sponsors female guest speakers in a variety of non-traditional occupational areas throughout the school year. In addition, the district participated in the Boeing Job Shadow, recruiting student participants from every campus, including Tulalip Heritage.

This year's expenditure was solely support for the planning phase of the new program. In the early spring, a facilitator was hired by the Tulalip Foundation to lead the planning team as the program began to take shape. It was agreed that the District and the Tribes would share the costs of implementing this project. A student survey was produced and administered prior to the end of the school year, and the Data Management department assisted with compilation of the survey.

Construction Trades – Yakima

The Yakima School District has created an Apprenticeship Preparation program within several skilled and technical sciences courses at the district's high schools. These include the woodworking foundation, welding technology, sheet metal technology, small engines and power equipment, auto upkeep and auto foundations courses. The Apprenticeship Preparation program has served 203 students last spring with the National Center for Construction Education and Research (NCCER) Core curriculum embedded into the course curriculum for students en route to certification. In addition, Skills Connect and OSHA 10 training and certification are offered as additional certification options for students. The current enrollment of CTE students in the Apprenticeship Preparation courses is 725 students which the district is hoping will have even a greater impact on the community and partnerships that have been created.

Yakima school district is currently working on alignment of their welding program with Perry Tech for tech prep, so students can seamlessly transition into that program as well as machinist technology with YV-Technical Skills Center for two placements. Perry Technical Institute entered into a formal agreement with the Puget Sound Naval Shipyard to create apprenticeship pathways for Yakima School District students to access through Perry Tech.

Early Childhood Development - White River

Through the Family and Consumer Science Department the district offers numerous courses including Child Development I, II, and III. 150 students in these courses develop career skills in the area childcare providers and have opportunities to work with young children at local elementary schools and the on-site daycare. Students can also connect with the apprenticeship program and begin earning their required hours. The Child Development courses are articulated with local community and technical colleges through the district's tech prep consortiums. Students are then able to continue on to their postsecondary education in Child Development and continue on their apprenticeship hours. There were two high school students that participated in this apprenticeship opportunity. Teachers continue to work with community and technical colleges to ensure the opportunity for articulation agreements for the Child Development courses.

The CTE Director worked closely with the White River High School Principal and Administrative Team to educate them about the apprenticeship opportunities for students involved in the Child Development Program, so that they could speak with parents and community members about it. Together with the apprenticeship instructor, presentations were given to the School Board with an opportunity to ask questions and talk about the benefit students would have from this opportunity. The program advisory committee was instrumental in helping the program move forward by providing site ideas and information about Students Taking Action with Recognition. Last, work continues with the local tech prep consortiums to offer articulations for the program.

Manufacturing and Construction Trades – Tri Tech Skills Center

The Tri Cities Pre Apprentice Program had another busy year. The students from the Tri Tech Skills Center Welding Technology and Construction Trades are all enrolled in the pre-apprenticeship program as well as students from the surrounding 14 high schools. There were

130 students signed up to participate in the program, which included students from all over the region, as far away as Wapato. There were seven females and 20 Hispanic males enrolled and the overall student population was approximately 50 percent free or reduced lunch status. Sixty eight students attended at least one of the after school/evening training sessions held with the apprentice training programs. Most sessions had approximately 15 attendees. The outside class sessions this year included:

- Two sessions with the Northwest Laborers (HAZMAT and General Construction),
- Two sessions with the Sheet Metal training center,
- Two sessions with the NECA/IBEW training center; and
- One session with the Sprinkler Fitters, which was also included the Tri Tech Skills Center Fire Science students.

The class opportunities included a session with the HILTI representative using powder actuated tools and fire caulking and an engineering outreach session with AREVA Nuclear Corporation which is also restarting their apprentice programs. An additional opportunity was the Third Annual Craft Career Day at Pacific Northwest National Laboratory which hosted 35 students. The Aerospace Joint Apprenticeship Committee (AJAC) regional representative also made a presentation to students on apprentice opportunities available in aerospace and related manufacturing industries.

The Pre-Apprentice program also participated in several other regional career exploration events including Construction Career Day, SMART Map Careers in Manufacturing and MAGIC Camp (mentor a girl in construction) which provided hands on learning opportunities to over 1000 students. Additionally, 40 construction trades students and 70 welding students received First Aid/CPR and OSHA 10 training certifications.

Plans for next year include sessions with AJAC, the Iron Workers, Plumbers and Pipefitters and Carpenters as well as the ones who hosted this year (electrical, sheet metal, laborers and sprinkler fitters)

Running Start for the Trades Next Steps

The Running Start for the Trades was not funded for the 2011-12 school year, so there will be no grants awarded to maintain or start new programs. A majority of programs funded during this past year will continue their efforts to provide meaningful connections from secondary educational institutions into registered apprenticeship career pathways.

The CTE office will continue to support apprenticeship preparation training as a stand-alone course or skills embedded within other course work. Cooperation will continue between OSPI CTE Division, the Washington State Apprenticeship and Training Council and the Apprenticeship Section of the Department of Labor and Industries. One continuing highlight is the use of OSPI's CTE News Update, published monthly, which includes dates, locations, times and registration process of activities pertinent to awareness and participation of high school students, instructors, administrator and counselors with Apprenticeship events and activities.

While all grantee schools support clear pathways for high school students to access registered apprenticeships, there are many challenges. The primary challenges are coordinating the needs of the educational and apprenticeship systems, ensuring sufficient program funding, and resolving competing graduation requirements. School representatives discovered that they did not share the same definition with regard to “direct entry” as their apprenticeship program partners. While school representatives seek direct links for their students into apprenticeship training programs, many apprenticeship program sponsors are hesitant to reserve specific slots each year for a particular preparatory program given the boom and bust nature of construction and the formal apprenticeship program rules under which they operate. Apprenticeship program sponsors are instead opting to formalize agreements that grant points on applications for graduates, offer guaranteed interviews, or convey a status of “preferred consideration.”

Even with the difficulties encountered coordinating the two very different systems, apprenticeship program sponsors and school districts throughout the state are formalizing agreements to better connect graduating secondary students to building and construction trade apprenticeship opportunities. The grantee efforts attest to the relationships created or strengthened due to the Governor’s Running Start for the Trades initiative (RSTT). When taken together, these relationships illustrate the breadth of activity taking place throughout the state to benefit Washington’s graduating seniors.

As policy makers continue to address concerns in Washington’s educational delivery system, the stakeholders who have invested significant resources to Running Start for the Trades pre-apprenticeship initiatives would like consideration regarding the impact of increased graduation and testing requirements. Mark Madison, from Edmonds School District, a past RSTT grantee, continues to be concerned about the impact. He said, “With the increasing emphasis from state policy makers to require more credit requirements in core areas and less elective credits, students are finding it increasingly more difficult, if not impossible, to remain in CTE preparatory programs of study such as this due to lack of scheduling space and/or additional credit retrieval needs. While the department have been successful in past years with Carpentry as a math equivalency option, this will no longer be the case for the class of 2013 and beyond with the new third-year math and End of Course exam requirements. We will be watching carefully with growing concern as these requirements and trends play themselves out.”

The WSATC and OSPI are committed to provide increased opportunities for secondary students to access registered apprenticeship programs through secondary Career and Technical Education courses. Building on the success stories contained in this report and ongoing efforts throughout the state, the WSATC and OSPI are working together to implement a structured, defined pathway to registered apprenticeship. The WSATC and OSPI appreciate the opportunity over the past several years, through this funding, to forge new relationships, strengthen existing connections, and spark the interest in students’ minds throughout the state regarding registered apprenticeship opportunities.